

# Brunson-Dargan Elementary

400 Wells Street  
Darlington, SC 29532

<b>Grades</b>	4-6 Elementary School	
<b>Enrollment</b>	330 Students	
<b>Principal</b>	Rhonda L. Robinson	843-398-2533
<b>Superintendent</b>	Dr. Rainey Knight	843-398-5200
<b>Board Chair</b>	Mr. Warren Jeffords	843-326-5970

## The State of South Carolina

Annual School  
Report Card

2005

### ABSOLUTE RATING

BELOW AVERAGE

Absolute Ratings of Elementary Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
1	8	51	51	3

### IMPROVEMENT RATING

UNSATISFACTORY

### ADEQUATE YEARLY PROGRESS

NO

This school met 19 out of 21 objectives. The objectives included performance and participation of students in various groups.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

### SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

**PERFORMANCE TRENDS OVER 4-YEAR PERIOD**

	<b>Absolute Rating</b>	<b>Improvement Rating</b>	<b>Adequate Yearly Progress</b>
<b>2002</b>	Below Average	Average	N/A
<b>2003</b>	Below Average	Below Average	No
<b>2004</b>	Average	Good	Yes
<b>2005</b>	Below Average	Unsatisfactory	No

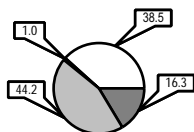
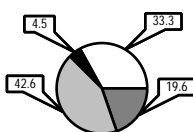
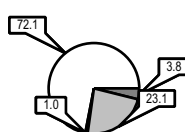
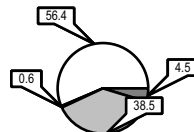
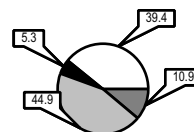
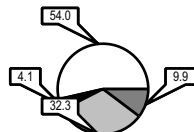
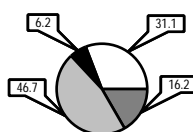
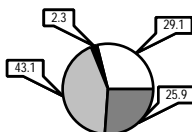
**DEFINITIONS OF SCHOOL RATING TERMS**

- Excellent – School performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good – School performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average – School performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average – School is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory – School performance fails to meet the standards for progress toward the 2010 SC Performance Goal

**PERCENT OF STUDENT RECORDS MATCHED FOR PURPOSES OF COMPUTING IMPROVEMENT RATING**

Percent of students tested in 2004–05 whose 2003–04 test scores were located.

96.5%

**PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT)****English/Language Arts****Mathematics****Science****Social Studies****Our School****Elementary Schools with Students like Ours****Definition of Critical Terms**

	<b>Advanced</b>	Very high score; very well prepared to work at next grade level; exceeded expectations
	<b>Proficient</b>	Well prepared to work at next grade level; met expectations
	<b>Basic</b>	Met standards; minimally prepared, can go to next grade level
	<b>Below Basic</b>	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

**Abbreviations for Missing Data**

N/A Not Applicable    N/AV Not Available    N/C Not Collected    N/R Not Reported    I/S Insufficient Sample

**PACT PERFORMANCE BY GROUP**

	<i>Enrollment 1<sup>st</sup> Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced (adj.)</i>	<i>Performance Objective Met</i>	<i>Participation Objective Met</i>
<b>English/Language Arts – State Performance Objective = 38.2%</b>									
All Students	330	100.0	38.5	44.2	16.3	1.0	24.7	Yes	Yes
<b>Gender</b>									
Male	166	100.0	43.0	42.4	13.9	0.6	21.5		
Female	164	100.0	33.8	46.1	18.8	1.3	27.9		
<b>Racial/Ethnic Group</b>									
White	55	100.0	22.4	49.0	24.5	4.1	38.8	Yes	Yes
African American	272	100.0	41.4	43.7	14.6	0.4	21.8	Yes	Yes
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Hispanic	2	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	1	100.0	N/A	N/A	N/A	N/A	N/A	I/S	I/S
<b>Disability Status</b>									
Not Disabled	245	100.0	38.7	41.7	18.3	1.3	29.1		
Disabled	85	100.0	37.8	51.2	11.0	0.0	12.2	No	Yes
<b>Migrant Status</b>									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-Migrant	330	100.0	38.5	44.2	16.3	1.0	24.7		
<b>English Proficiency</b>									
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Non-Limited English Proficient	330	100.0	38.5	44.2	16.3	1.0	24.7		
<b>Socio-Economic Status</b>									
Subsidized meals	288	100.0	41.5	43.7	14.1	0.7	21.9	Yes	Yes
Full-pay meals	42	100.0	19.0	47.6	31.0	2.4	42.9		

<b>Mathematics – State Performance Objective = 36.7%</b>									
All Students	330	100.0	33.3	42.6	19.6	4.5	34.6	Yes	Yes
<b>Gender</b>									
Male	166	100.0	34.2	41.8	19.0	5.1	34.8		
Female	164	100.0	32.5	43.5	20.1	3.9	34.4		
<b>Racial/Ethnic Group</b>									
White	55	100.0	24.5	36.7	30.6	8.2	51.0	Yes	Yes
African American	272	100.0	34.9	44.1	17.6	3.4	31.4	Yes	Yes
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Hispanic	2	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	1	100.0	N/A	N/A	N/A	N/A	N/A	I/S	I/S
<b>Disability Status</b>									
Not Disabled	245	100.0	23.5	47.8	22.6	6.1	41.7		
Disabled	85	100.0	61.0	28.0	11.0	0.0	14.6	No	Yes
<b>Migrant Status</b>									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-Migrant	330	100.0	33.3	42.6	19.6	4.5	34.6		
<b>English Proficiency</b>									
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Non-Limited English Proficient	330	100.0	33.3	42.6	19.6	4.5	34.6		
<b>Socio-Economic Status</b>									
Subsidized meals	288	100.0	36.7	42.2	17.8	3.3	31.5	Yes	Yes
Full-pay meals	42	100.0	11.9	45.2	31.0	11.9	54.8		

**Abbreviations for Missing Data**

**N/A** Not Applicable    **N/AV** Not Available    **N/C** Not Collected    **N/R** Not Reported    **I/S** Insufficient Sample

**PACT PERFORMANCE BY GROUP**

	<i>Enrollment 1<sup>st</sup> Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced</i>
<b>Science</b>							
All Students	330	100.0	72.1	23.1	3.8	1.0	4.8
<b>Gender</b>							
Male	166	100.0	69.0	25.9	5.1	0.0	5.1
Female	164	100.0	75.3	20.1	2.6	1.9	4.5
<b>Racial/Ethnic Group</b>							
White	55	100.0	53.1	38.8	8.2	0.0	8.2
African American	272	100.0	75.9	20.3	2.7	1.1	3.8
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic	2	100.0	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	1	100.0	N/A	N/A	N/A	N/A	N/A
<b>Disability Status</b>							
Not Disabled	245	100.0	66.5	27.4	4.8	1.3	6.1
Disabled	85	100.0	87.8	11.0	1.2	0.0	1.2
<b>Migrant Status</b>							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	330	100.0	72.1	23.1	3.8	1.0	4.8
<b>English Proficiency</b>							
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Limited English Proficient	330	100.0	72.1	23.1	3.8	1.0	4.8
<b>Socio-Economic Status</b>							
Subsidized meals	288	100.0	76.7	19.6	3.0	0.7	3.7
Full-pay meals	42	100.0	42.9	45.2	9.5	2.4	11.9

<b>Social Studies</b>							
All Students	330	100.0	56.4	38.5	4.5	0.6	5.1
<b>Gender</b>							
Male	166	100.0	57.0	38.6	3.8	0.6	4.4
Female	164	100.0	55.8	38.3	5.2	0.6	5.8
<b>Racial/Ethnic Group</b>							
White	55	100.0	44.9	42.9	12.2	0.0	12.2
African American	272	100.0	58.6	37.9	3.1	0.4	3.4
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic	2	100.0	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	1	100.0	N/A	N/A	N/A	N/A	N/A
<b>Disability Status</b>							
Not Disabled	245	100.0	53.5	40.4	5.2	0.9	6.1
Disabled	85	100.0	64.6	32.9	2.4	0.0	2.4
<b>Migrant Status</b>							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	330	100.0	56.4	38.5	4.5	0.6	5.1
<b>English Proficiency</b>							
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Limited English Proficient	330	100.0	56.4	38.5	4.5	0.6	5.1
<b>Socio-Economic Status</b>							
Subsidized meals	288	100.0	58.5	38.9	2.2	0.4	2.6
Full-pay meals	42	100.0	42.9	35.7	19.0	2.4	21.4

**Abbreviations for Missing Data**

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**PACT PERFORMANCE BY GRADE LEVEL**

	Grade	Enrollment 1 <sup>st</sup> Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced
<b>English/Language Arts</b>								
2004	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	112	100.0	16.8	60.7	22.4	N/A	22.4
	5	116	100.0	38.9	50.4	10.6	N/A	10.6
	6	139	99.3	42.6	50.7	6.6	N/A	6.6
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2005	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	117	100.0	17.0	52.7	29.5	0.9	30.4
	5	99	100.0	37.6	50.5	10.8	1.1	11.8
	6	114	100.0	61.3	30.2	7.5	0.9	8.5
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>Mathematics</b>								
2004	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	112	100.0	21.5	57.9	17.8	2.8	20.6
	5	116	98.3	36.9	51.4	8.1	3.6	11.7
	6	139	98.6	27.4	54.8	13.3	4.4	17.8
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2005	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	117	100.0	29.5	35.7	25.0	9.8	34.8
	5	99	100.0	37.6	46.2	16.1	0.0	16.1
	6	114	100.0	33.0	47.2	17.0	2.8	19.8
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>Science</b>								
2004	3							
	4							
	5							
	6							
	7							
	8							
2005	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	117	100.0	61.6	32.1	4.5	1.8	6.3
	5	99	100.0	76.3	17.2	5.4	1.1	6.5
	6	114	100.0	79.2	18.9	1.9	0.0	1.9
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>Social Studies</b>								
2004	3							
	4							
	5							
	6							
	7							
	8							
2005	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	117	100.0	37.5	55.4	6.3	0.9	7.1
	5	99	100.0	60.2	35.5	3.2	1.1	4.3
	6	114	100.0	72.6	23.6	3.8	0.0	3.8
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

**Abbreviations for Missing Data**

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## SCHOOL PROFILE

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
<b>Students (n= 330)</b>				
First graders who attended full-day kindergarten	N/R	N/A	100.0%	100.0%
Retention rate	1.2%	Up from 0.5%	3.8%	3.0%
Attendance rate	96.0%	Down from 97.2%	96.0%	96.3%
Students with disabilities other than speech taking PACT (ELA) off grade level	11.2%	Down from 13.4%	4.2%	3.7%
Students with disabilities other than speech taking PACT (Math) off grade level	9.7%	Down from 11.6%	3.9%	3.2%
Eligible for gifted and talented	3.3%	Down from 3.8%	6.4%	12.0%
On academic plans	N/AV	N/AV	N/A	N/AV
On academic probation	N/AV	N/AV	N/A	N/AV
With disabilities other than speech	24.6%	Up from 22.8%	8.1%	8.2%
Older than usual for grade	3.0%	Down from 3.3%	1.6%	0.9%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.3%	Up from 0.0%	0.0%	0.0%
<b>Teachers (n= 21)</b>				
Teachers with advanced degrees	33.3%	Down from 41.7%	50.0%	52.6%
Continuing contract teachers	71.4%	Up from 70.8%	81.3%	83.3%
Highly qualified teachers	90.5%	Up from 81.8%	93.3%	93.5%
Teachers with emergency or provisional certificates	0.0%	No change	2.2%	0.0%
Teachers returning from previous year	77.9%	Down from 87.3%	85.6%	87.0%
Teacher attendance rate	96.2%	Down from 96.4%	94.9%	95.0%
Average teacher salary	\$40,677	Up 3.9%	\$40,816	\$41,703
Prof. development days/teacher	8.9 days	Down from 24.1 days	12.9 days	12.8 days
<b>School</b>				
Principal's years at school	1.0	No change	4.0	4.0
Student-teacher ratio in core subjects	22.0 to 1	Up from 21.0 to 1	17.6 to 1	18.8 to 1
Prime instructional time	90.4%	Down from 92.0%	89.2%	89.8%
Dollars spent per pupil*	\$6,593	Up 8.6%	\$6,748	\$6,242
Percent of expenditures for teacher salaries*	55.9%	Down from 62.5%	64.5%	65.8%
Opportunities in the arts	Good	No change	Good	Good
Parents attending conferences	97.4%	Down from 99.0%	99.0%	99.0%
SACS accreditation	Yes	No change	Yes	Yes
Character development program	Average	Down from Good	Good	Good
* Prior year audited financial data are reported.				
	<b>Our District</b>		<b>State</b>	
Highly qualified teachers in low poverty schools	97.8%		89.4%	
Highly qualified teachers in high poverty schools	95.8%		90.1%	
	<b>State Objective</b>		<b>Met State Objective</b>	
Highly qualified teachers in this school	65.0%		Yes	
Student attendance in this school	95.3%		Yes	

## Abbreviations for Missing Data

N/A Not Applicable   N/AV Not Available   N/C Not Collected   N/R Not Reported   I/S Insufficient Sample

**REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL**

Brunson-Dargan Elementary School is centrally located in Darlington, South Carolina and serves a population of approximately three hundred, thirty-one students in grades four through six. Approximately eighty-one percent of our students are African American, and approximately seventy-nine percent of all students qualify for free or reduced lunch. We feel that we are making definite progress towards our mission of enhancing the overall growth of children in an atmosphere of excellence.

During this school year, we continued to implement innovative instructional strategies that included the Balanced Literacy Model, Math Solutions, Daily Math Board, Working on the Work, Literacy Groups, and Tools for Teaching. Fourth and fifth grade students utilized the individualized, computer-assisted Success Maker program, and some students were provided with small group instruction in reading and math delivered by certified tutors. Two after-school programs were implemented this year. One program was through a partnership with the B&L Homework and Learning Center of Darlington, South Carolina, and the 21st Century Community Learning Center initiative. In the school-initiated after-school program, students were instructed in English Language Arts (ELA) and mathematics. Teachers used data from classroom assessments, the Palmetto Achievement Challenge Test, district benchmark tests, the Success Maker computer lab, and the newly implemented Measures of Academic Progress (MAP) assessment to inform and plan for all instructional programs.

To enhance and ensure a school-wide focus on the academic needs of children, we implemented the Teacher Advancement Program (TAP). The TAP process afforded all teachers opportunities to engage in ongoing collaborative professional development in the format of bi-weekly cluster meetings. Teachers used data from the various assessment sources and from pre- and post-cluster cycle tests to identify the best instructional strategies for school-wide implementation.

In addition, to assist our faculty and staff in better understanding how best to help our specific population of children, we studied Dr. Ruby Payne's A Framework for Understanding Poverty and implemented applicable strategies.

Other highlights of our year included having Mrs. Ruth Ann Whitener represent our school as the 2004-2005 Teacher of the Year and having some of our students receive accolades. One of our students was selected to participate in the South Carolina Elementary Honors Chorus and another student won the district's holiday card contest. We were also privileged to have Fode Camara, a musical artist-in-residence from West Africa, visit with us during the spring semester. Our fifth grade students also traveled to Washington D.C. once again to gain hands-on knowledge of social studies standards.

At Brunson-Dargan, we believe that each child has the potential to achieve success. We are committed to professional growth and to providing a safe learning environment that nurtures our children and enables them to become productive members of society.

Rhonda L. Robinson, Principal

Barbara Franklin, School Improvement Council Chairperson

**EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS**

	Teachers	Students*	Parents*
Number of surveys returned	24	66	27
Percent satisfied with learning environment	73.9%	82.0%	77.8%
Percent satisfied with social and physical environment	87.0%	78.7%	81.5%
Percent satisfied with school-home relations	33.3%	85.2%	70.4%

\*Only students at the highest elementary school grade level at this school and their parents were included.